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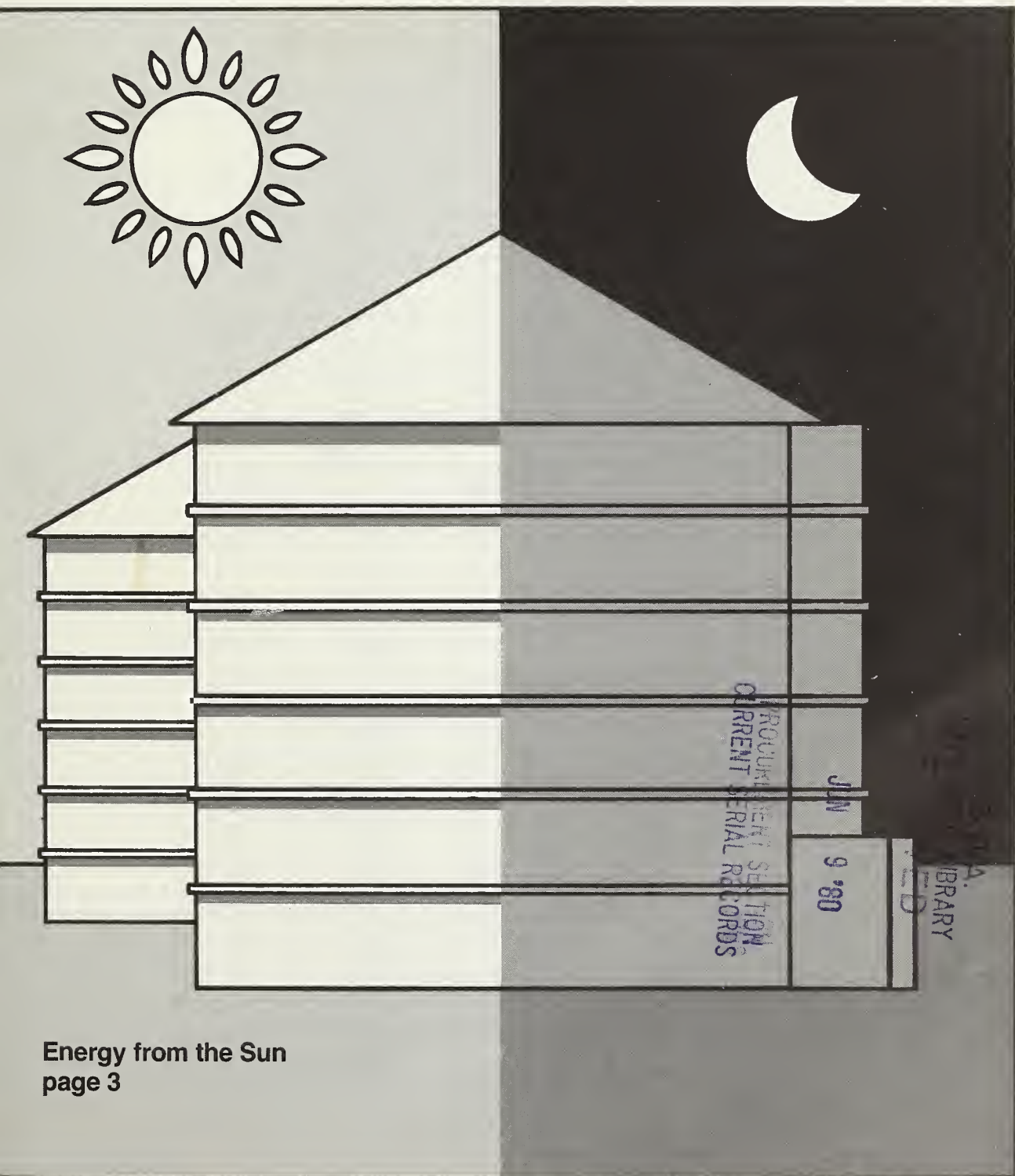
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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JANUARY-FEBRUARY 1974



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Energy from the Sun
page 3

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ
Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

Official bi-monthly publication of Cooperative Extension Service; U.S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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REVIEW BECOMES A BIMONTHLY

With this issue, the *Extension Service Review* officially becomes a bimonthly publication, under our new contract with the Government Printing Office. Key reasons contributing to the decision for the change include: (1) pressure for staff time; and (2) increased cost of printing.

The new contract raises the cost of a single copy of the *Review* from 30 cents to 40 cents—33 percent! The new subscription price for 6 issues will be \$2.25 a year for domestic and \$2.85 for foreign.

Looking to the future, this change also offers some opportunities, which include:

- The reading time you invest can be more rewarding, as competition for the available space should help assure you of getting articles which have been screened harder in selection and preparation.

- We may have more pages per issue which will give you more selection in one reading of the *Review*.

If the *Review* is to make the most of the opportunity to serve as an exchange of new ideas and tools on how to reach people with Extension programs, we need leads from specialists and county agents on successful techniques which are working. Please do not "hide your lights of success under a basket of modesty." Share them with the readers of the *Review*!—O.B.

homes, assisting with Extension programs, or working at a used clothing center. About one-fifth of the volunteers are men "on call" to the welfare office for providing transportation.

In a few weeks, RSVP volunteers will begin helping with the county's two Headstart groups—supervising play activities and cafeteria lunches, telling stories, and giving general assistance to teachers.

Mrs. Dick feels that RSVP gives a sense of being useful, contributing citizens. "It provides companionship for them, and they feel better when they see that others have problems, too."

Most of the women in RSVP have never been employed outside their homes. "Some have volunteered all their lives, but others haven't," points out Mrs. Dick.

There are no educational or income requirements for joining the project. However, RSVP reimburses participants for out-of-pocket expenses such as lunches and transportation, making it easier for those on limited incomes to be of service.

Because Putnam is basically a rural county, about 10 volunteers go each Wednesday to a Cabell County facility, the Milton Morris Memorial Nursing Home, to visit some of the 165 patients.

One of the RSVP visitors, Nannie Colwell, of Hurricane, commented: "I haven't done much of anything like this before; I'm alone now and it's good for me."

Mrs. Phyllis Jarvis, recreation director, decided that Morris Nursing Home should become an RSVP station "because our patients love company—someone who has the time to get personally acquainted with them and find out their likes and interest."

She believes the senior volunteers work with the Home's residents better than teenage helpers because "they relate to our older patients, share some of the same interests and don't

require as much supervision."

"The patients watch for the bus to come—it's the high point in their week," she smiled. Although the Putnam program provides about a third of the Home's 30 volunteers each week, the recreation director could use more RSVP's, including men.

Mrs. Jarvis believes that the RSVP's gain almost as much as the patients. "One volunteer with back trouble found that she couldn't ride on the bus, so she asked if I could give her a ride—she missed going that much!"

During the winter, the volunteers with more experience will take on added jobs—helping with parties, games, and other recreation.

Another RSVP volunteer works at the Hurricane Clothing Center sponsored by the Community Action Association. Because Emogene Searls—who only recently met the age requirements for RSVP—has worked there since 1971, this is an example of RSVP supporting an ongoing volunteer effort.

Used clothes are sorted, repaired, and sold at low prices or given to those who can't afford to pay. The center, located in a Hurricane schoolroom donated by the Board of Education, is open every Thursday.

Mrs. Searls, named runner-up outstanding volunteer by the Volunteer Service Bureau in 1972, explains why she works at the center: "When I see people with less than I have, my heart goes out to them; I'm a widow—this helps keep my mind off my troubles."

Noting that she helped others even as a youngster, Mrs. Searls said that getting "lunch money" on the days she works helps her out, too.

Providing transportation for people needing to go to the doctor is the major volunteer service of Fravel Smalley, of Hometown. Although he is reimbursed at 11 cents per mile, he would help others without that incentive.

"I just can't turn older folks down

when they need help," says Smalley, a man who is a senior citizen himself. He and several other RSVP's also helped monitor exhibits at the Putnam County Midway Fair this past summer.

WVU Extension Agent Charlotte Critchfield, who prepared the original RSVP grant proposal, leaves its day-to-day operation to Mrs. Dick and Carol Johnston, assistant director. She helped with initial contacts and budgeting and is now working on the 1974 grant application.

RSVP is just part of Mrs. Critchfield's programing for senior citizens. She was instrumental in obtaining funds from the Commission on Aging and the State Department of Mental Health for hiring part-time aides to work with four senior citizens' groups. The Putnam school system provides a permanent home for senior centers at both Hurricane and Hometown.

The agent also started the Putnam County Quilters, a group of 20 women—most of them senior citizens—who earned \$13,000 last year by quilting pillow tops and other articles for an Ohio company.

Educational tours are another popular activity she initiated for the seniors. The first was a bus trip about 5 years ago to see a play.

"On that trip were people who had never been outside the county; several others had never been on the West Virginia Turnpike," Mrs. Critchfield recalled. The most recent trip was a 3-week tour to California this past fall.

Why has the WVU agent become so heavily involved with senior citizens? "I'm deeply interested in them; I saw other counties planning and getting funds for senior citizens' activities and I don't want to see Putnam's older people get passed by," she explained.

Mrs. Critchfield added that she decided to get started when a woman in Scott Depot asked her "When are we going to have something here for us older folks?" □



Youth Explore Consumer World

by
Charla B. Durham
*Home Management and
Family Economics Specialist
University of Florida*

The U.S. Bureau of Census estimated that the male high school graduates of 1968 could expect their lifetime earnings to amount to \$371,094. Not only will they earn the money, they'll also spend it. Earning money takes one kind of skill. Spending it requires others. Youth especially need realistic education about everyday financial and consumer skills.

During June of 1972, the Extension Home Economics office in Suwannee County, Florida, was approached for assistance with an educational program in one of the schools. Garth Noble, Jr., social studies teacher at Suwannee Middle School, was particularly concerned about his students. He described them as "economically, academically, and/or culturally disad-

vantaged." Many drop out before graduation. Of those who do graduate, almost none continue in any type of educational or vocational training. His main concern was that nearly all these youth were "unprepared to deal with the daily financial processes of life."

The Suwannee County Extension home economics agents, Mrs. Merry Taylor and Mrs. Janice McRea, told me about this problem, since I work with youth audiences in the area of home management and family economics. This stimulated a special series of 4-H projects to help youth develop financial and consumer skills.

I met with them and the teacher to determine the needs of the students, their reading level, and the types of information that would help in teaching them. This provided ideas for developing educational materials for teenagers. We chose topics from the areas of family economics, home management, and consumer education as the basis for a special series of 4-H projects. I consulted with Mrs. Mary Harrison, the consumer education specialist, and we decided to develop the materials jointly, with my leadership.

A series of five short term, special interest 4-H projects titled *Exploring Your World* was written at a fourth or fifth grade reading level. The projects were designed to introduce the topics of Banking, Credit, Money Management, Shopping, and Supermarkets. These projects were considered basic for preparing youth to function intelligently in an economically oriented society.

The initial pilot project was planned for Suwannee County. However, four other counties were added to the pilot, to involve urban as well as rural youth. The counties included were Bay (Panama City), Jefferson (Monticello), Leon (Tallahassee), and Palm Beach (West Palm Beach). The pilot project quickly indicated that the design and content of the materials justified making these projects available statewide. This was done in November 1972.

Agents in 16 other counties decided to use *Exploring Your World* projects in cooperative efforts with schools. The materials were not only for disadvantaged youth, but were used with youth in every grade from seventh through twelfth. They were used in career education, business, math, social studies, civics, home economics, family living, and work-study classes. The teachers using the materials were designated as special interest 4-H leaders; the students were enrolled as special interest 4-H members.

The Extension agents in 21 of Florida's 67 counties enrolled 9,678 youth in one or more of the *Exploring Your World* projects. Of this number, the agents estimated 93 percent had never been enrolled in 4-H before. These projects created an awareness of 4-H and 4-H projects and activities available to all youth. They were significant in the 1972-73 expansion of 4-H in Florida.

For each project, both a teaching guide and member pieces were developed. The teaching guide stated the purpose of the project and its educational objectives. It suggested resources—people, places (field trips), literature, audio-visual aids, and activ-

ities in addition to those in the member pieces. An evaluation instrument was provided for pretesting and posttesting. Each teacher was provided with a guide and the number of member pieces needed for her classroom.

Each 4-H project was designed so that the youth enrolled would be exposed to a minimum of 5 hours instructional time. In many cases, these special interest 4-H members were involved in the projects and related activities, such as field trips and discussions with resource people, for 10 to 20 hours. The topics covered in each of the special interest projects are listed below:

BANKING

- Bank Services
- Writing Checks
- Endorsing Checks
- Checking Account Records
- Types of Checks

MONEY MANAGEMENT

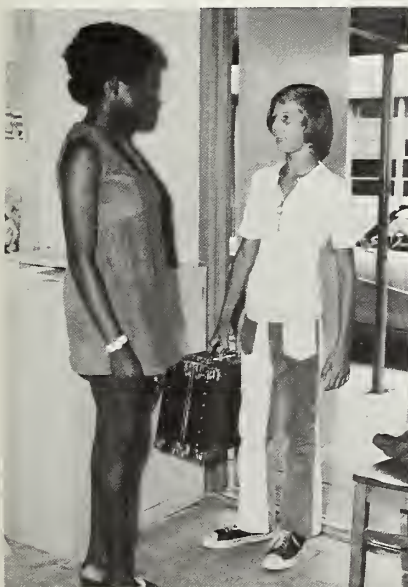
- A Blueprint for Money Management
- The Value of Education
- It's Your Future—You Decide
- Getting the Most With Your Money
- Save Now—Spend Later

SHOPPING

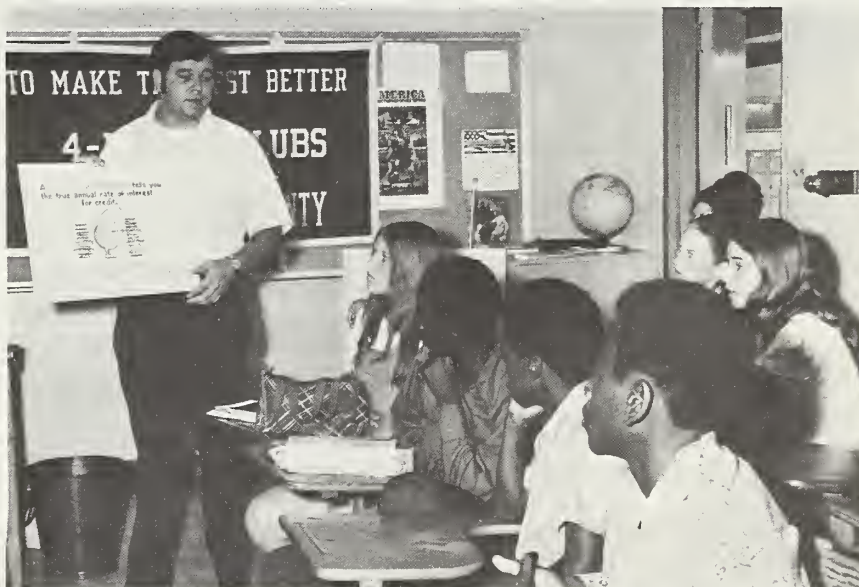
- Advertising
- Packaging

- Guarantees and Warranties
- Returning Merchandise
- Door-to-Door Selling
- Frauds and Deceptions
- SUPERMARKET**
- Supermarket Shopping
- Reading Labels
- Unit Pricing
- Open Dating
- Nutritional Labeling
- CREDIT**
- Understanding Credit
- The Credit Granting System
- Establishing Credit
- Credit Contracts
- Where To Get Credit
- You And the Federal Credit Laws
- You And the State Credit Laws

The *Exploring Your World* projects continue to be popular. Many of the traditional 4-H club leaders are using the projects as the basis for special programs and new learning experiences for their 4-H'ers. Some youth are taking the projects for individual study and enrichment. A few short term special interest community 4-H clubs are being organized with community resource people as leaders, such as a banker giving leadership to the Banking project. □



Students practice door-to-door sales methods through planning and preparing skits.



Students learn about annual percentage rates and financial charges in the Credit Project.

New Life for Livingston through RD

by
R. Warren McCord
*Community and Regional
Development Specialist
Alabama Cooperative Extension Service*



Downtown Livingston, Alabama, was once dilapidated, its streets full of potholes. This renewal is only one of many improvements.

"Development is a process—not a program—and results from progressive changes. Change is necessary to create or improve job opportunities, community services, a better quality of living, and an improved social and physical environment in cities, towns and farm communities in Alabama. . . . The people affected by a change must be involved in deciding whether it is for the better."

This philosophy of CES State Director Ralph Jones sums up the success of the Alabama-USDA Rural Development Council, winners of the 1973 USDA Superior Service Award for rural development. The Alabama

Cooperative Extension Service is proud to be a part of this championship team.

Joining together concerned people who work to solve local problems has led to hundreds of successful projects, including: a countywide solid waste management system in Calhoun County, fire protection for rural areas in Clay County, a 1-million dollar water-sewage system in Aliceville, a 32-acre recreation park in Hamilton, and a trash harvest in Madison County.

Extension initiated the first formal Alabama rural development effort in the mid-1950's with a pilot effort involving two Alabama counties. This

was expanded statewide in 1962 with a special appropriation from the Alabama Legislature.

At that time, county Extension chairmen, assisted by area rural resource development specialists, began to identify key community leaders and help them organize county rural development committees. These committees are vital forces in Alabama community development—forums concerned with all economic and social problems facing people and their communities.

A local citizen chairs each committee and the county Extension office chairman usually serves as secretary. Representatives of county USDA agencies (FHA, ASCS, SCS, Forest Service) and other public organizations provide the committee with organizational support and technical assistance.

These committees study current and future needs and problems of their counties, both urban and rural. They feel the pulse of the county through studies and surveys, public hearings, interviews and conversations.

Next—they develop a plan of action—publicity programs, community meetings, fund drives, revenue increases, facility construction, new or increased services, or the passage of enabling legislation. Summarized in Table 1 are RD committees' projects and activities for Alabama in 1973.

Extension staff members help coordinate county RD committees, bring educational information and project activities to the attention of county RD committees and participating local governments, assist in organizing special subcommittees, and serve as resource people to these subcommittees. State Extension specialists provide technical assistance. Area Resource Development Specialists serve as advisors to county RD committees and support their projects as needed.

In many counties the RD committee serves the regional commission as an advisory committee for its aging and childhood development programs, or as

Resource Conservation and Development Project Committee and Manpower Planning Committee.

In 1973 the Alabama-USDA Rural Development Council conducted training meetings for county committees statewide. Extension organized and developed information for these meetings in cooperation with regional planning commission staffs and about 500 agency personnel, citizen leaders and staff members from planning commissions. County RD committee leaders gained additional insights into the local development process and their impact in influencing total community and resource development. An Extension-developed handbook has become a handy reference work for the committees.

For the past 12 years Extension has published a quarterly newsletter—the *RD Report*—to highlight the activities and achievements of county committees and other citizen group efforts. The *RD Report*, with 5,000 circulation, has received recognition from within and without Alabama for its ability to encourage citizen activity in community development.

The rebirth of Livingston, a rural southwest Alabama community of 2,300 population (1970 Census), is a striking example of RD committee activity.

In 1965, Livingston was a dying town. Its citizens were leaving in alarming numbers. The reasons were clear: lack of jobs and poor living conditions. The streets (many unpaved) were pitted with potholes. Industrialists took one look at the town and kept going; insurance companies threatened to cancel most fire insurance policies because of dilapidated water mains.

Later that year (1965), the roof caved in when the State condemned the entire water system. Health officers gave the tottering town still another black mark when they discovered that all its raw sewage was dumped into the Sucarnoochee River.

But, in April 1973, Livingston placed second in a field of more than

420 in the highly competitive All-American City competition.

The potential ghost town wasn't transformed into today's thriving city by the wave of a magic wand. This achievement required the intensive efforts of hundreds of its citizens. Biracial committees were established to cope with the community's array of problems. The county rural development committee, active since 1961, intensified its efforts. Today, the membership of all committees working for the total resource development of Livingston and Sumter County exceeds 100.

The various committees, aided by city officials, drew up a master plan to be followed step-by-step. An industrial board was created to develop an industrial park. Today, five industries, totalling an estimated \$10 million investment, employ more than 1,000 persons in the park. Present negotiations may bring additional industry, employing 250-300 persons. The newly formed Livingston Local Development Company aided firms in making location decisions and in securing financing.

Slowly, vigor began to creep back into Livingston's economy. For 20 years, both Livingston and Sumter County lost population. But the last 5 years saw this trend reversed. Today Livingston's population is 2,500—

2,600—an increase of 800, or 25 percent.

Building construction is booming; 125 new homes and 180 apartments, with more going up. Since Livingston hit the comeback trail 7 years ago, 30 new businesses have come to town. A new \$100,000 city hall was completed in 1971.

The Livingston Housing Authority built a 60-unit low rent housing project, and a second, with 80 units, is on the drawing boards. In 1965, about 50 percent of Livingston's housing was substandard. Today only 10 percent is. Next August an \$870,000 addition to Sumter Memorial Hospital will be completed. Other projects include extending the water system to smaller communities in the county and adding new industrial parks.

At the heart of this drama are the people—involved citizens and elected officials with positive leadership—and their application of public programs.

The enthusiasm generated in Livingston has spread to all sections of the county (1970 population 16,974). Progress shows in the new county-wide water and waste disposal systems, recreational facilities, and increased employment opportunities.

The Sumter County Rural Development Committee continues to spark the Livingston and Sumter County development story. □

TABLE 1—Alabama RD Projects and Activities for 1973

<i>Categories</i>	<i>No. of Counties</i>	<i>No. of Projects</i>
Solid Waste Systems	44	46
Forestry and Agriculture	27	45
Tourism and Recreation	25	28
Community Facilities and Service	22	24
Water Systems	21	21
Housing	17	17
Human Resource Development (Manpower and Ind. Dev.)	16	18
Planning, Land Use, Environment, and Conservation	16	21
Other (Outreach, Surveys, etc.)	8	11
Highways and Roads	5	6
Health Related	5	5
Education	5	7

K-MAR

Computerizes Kansas farms

by
Gary I. Vacin
Asst. Extension Editor
Kansas State University

Charles Imthurn has divided his cattle into 300-head lots, and a computer printout shows how each lot is doing. The printout also shows cash flow, depreciation, and other information which will help him make management decisions.

Norm Gingrass has hired an electronic bookkeeper for less than 50 cents a day to keep tabs on his farm business.

Gingrass, who operates a 2,000 acre spread not far from Wichita, is one of a growing number of Kansas farmers who have put their farms on Kansas State University's K-MAR 105 computerized recordkeeping system.

K-MAR is an integral part of K-State's Farm Management Association program, providing not only an educational package to farmers, but information for research studies and Extension programs too. All Kansas farmers benefit from the results of management studies evolving from this program.

K-MAR began in 1969 with a pilot program involving 42 Farm Management Association members. Now more than 170 members base their management decisions on information provided by the system. And K-State plans to release the basic program to agribusiness firms, making it available to even more farmers.

Farming has become a complex, specialized and capital-hungry business, says Larry N. Langemeir, K-State Extension economist who developed the K-MAR 105 system. "The premium has never been higher for sound management decisions. That's why farmers are turning to computers to

provide information on how their business is doing."

Computer farm record systems have been offered by Kansas banks and agribusiness firms across the State for almost a decade. A shortcoming of most of these systems, however, is a lack of field staff to help farmers interpret the computer printout information. K-State solved this problem by offering K-MAR through its Farm Management Associations. Twenty farm management fieldmen, each with a territory, cover the State. They visit their members at least twice a year, providing management information based on analysis of each member's farm business records.

Key to the system is a coded bookkeeping method which replaces manual recordkeeping. Each member received specially designed duplicate checks and deposit tickets. In addition to the date, amount, and payee, each check must include a code, description, and dollar value for every item purchased.

Deposit slips are coded for item sold, number of units, price, etc. Members also keep track of costs transferred from one farm project to another on precoded journals.

K-MAR is a non-profit corporation with main offices in the K-State area Extension office in Hutchinson. Regional centers are located in other area Extension offices across the State.

Each month, members mail their checks, deposit slips, and other information to a regional office for checking by the fieldmen. This information is then forwarded to Hutchinson for punching onto data cards. The cards then go to K-State for computer analysis. Printouts are returned to the regional office for distribution to the farmer.

K-MAR 105 contains the following printout components:

- A monthly business analysis of each member's operation, including an income and expense statement, record of each business transaction, cash flow summary, credit analysis, payroll summary, net worth analysis, and enterprise analysis for each project on the farm.

- A monthly cash flow analysis summarizing the sources of income and expenses for the farm operation.

- A tax management report prepared on a periodic basis for use in tax planning.

- A depreciation schedule prepared in November for tax management planning and on a final basis in January for tax filing. (This program is updated each year to reflect latest changes in tax regulations.)

- A yearend business analysis summary of income and expenses, production, and management factors.

- A built-in flexibility allows farmers



Checks, deposit slips, and other information are forwarded to K-MAR headquarters in Hutchinson, where the data are punched onto computer cards.

to select only the output reports valuable in analyzing their own operations, Langemeier says. Except for the cash flow summary, income statement and records of each transaction, all output sections in the monthly report are optional.

One popular option is enterprise analysis, which compares profitability of one project on the farm with that of another. Take Gingrass, for example. He specializes in backgrounding beef cattle, but also keeps tabs on a cow herd and several crops. He wants to know how each enterprise is doing—whether it's paying its way or needs to be weeded out or changed.

Enterprise analysis helps farmers like Gingrass determine what direction their total operation should take, plus the most profitable cropping and livestock combination. Crop records include income and expenses on a per acre and per bushel basis. Livestock records include sales and expenses on a pound produced and head basis, feed and nonfeed costs, feed efficiency, return above costs, and income per 100 pounds of feed used.

His computer printouts told Gingrass that:

—His backgrounding operation was a moneymaker.

—Milo was a better money crop than wheat.

—Marketing homegrown feed through cattle pays off.

Based on these findings, Gingrass is expanding his backgrounding operation. He handles about 1,000 calves—800 purchased and the rest from his own cow herd.

K-MAR cost-of-production figures show how much money Gingrass has tied up in his cattle. When he's ready to sell, he knows what price he must get to show a profit.

The computer information also changed his thinking on crop production. Result: a gradual shift from wheat to milo.

Here's what other farmers say about the system:

—“We've been updating our farm on the outside. Now the computer has updated our bookkeeping system.”

—“I'm doing a lot better job of recordkeeping. Many of the bigger farms are coming to this kind of system. It puts you on a plane with businessmen in town.”

—“The big advantage is completeness. We spend as much time on the books as before, but we get a lot more out of it.”

K-MAR records come in handy when farmers need to see their banker about a loan. “K-MAR cash flow accounts serve as a measuring stick for each farm,” a western Kansas

banker says. “They tell what the farmer is doing—where he's making money and where he's spending it.”

The K-MAR 105 output can be refined to a point where up to 18 different subfarms in the main farm operation can be examined. Subfarms provide special reports for use by tenants, landlords, partnerships, or corporations, or they can be used for nonfarm businesses.

Langemeier believes the program is only as good as the fieldmen make it. Training sessions are held each year to keep them updated on the latest program changes.

The K-State Extension Service and the Agricultural Experiment Station provided funds for developing K-MAR. Now membership fees carry most of the financial load.

Cost depends on what programs farmers receive. In addition to the Basic Farm Management Association fees, members pay \$160 for the quarterly service. Personal accounts records run an extra \$25. Is it worth the extra money? Gingrass thinks so.

Although K-MAR is paying its way on many farms, farming won't be taken over by computers. “They're only as smart as the information fed into them by humans,” Langemeier says. “This means more, not less, recordkeeping for the farmer.” □

Shattering Racial Stereotypes

by
John A. Wallize
Associate Extension Editor
Iowa State University



Russell G. Pounds, ISU Extension economist, served as a leader for the Iowa State University Extension program on race relations.

While in Sioux City to conduct a program on race relations, Russell G. Pounds, Extension economist at Iowa State University, also appeared as a guest expert on a radio call-in program. After some introductory discussion, callers were invited to question Russ.

An early caller posed this question: "Now, Professor Pounds, you undoubtedly have a nice home back there in Ames near the university. How would you really feel if a colored person moved in next door to you?"

Russ politely told the caller he wouldn't mind such a person moving in next door at all, especially since he himself is black.

Educators would have found no difficulty pointing to the teachable moment in that conversation. The teachable moment was a long, uncomfortable period of silence. It apparently had not occurred to the caller that a black might be a professor of

economics at Iowa State University.

And that type of prejudice—unthinking, or unconscious prejudice—was one of the topics being emphasized in the ISU Extension Service workshop on race relations.

Another question that might have been posed for Russ is why the need for a workshop on race relations in Iowa. Iowa could hardly be described as racially torn. Less than 2 percent of the State's population is nonwhite.

Russ would have explained that with less than 42,000 nonwhites in the State, Iowa has a greater opportunity to correct racial problems because of the smaller numbers. In addition, there are racial problems in the State. Complaints to human rights commissions show that Iowa minorities share the same problems as those in other States.

Other members of the teaching team, Arthur H. Johnson, Extension sociologist, and the author would point out

that while the problems affect smaller numbers of people, those problems are just as important to the individuals involved.

Iowa's program developed out of an earlier workshop sponsored by the Extension Service and the Iowa Human Rights Commission. Members of the commission pointed out that while laws and courts had prohibited discrimination, problems still would not be solved without public understanding and backing. The head of a firm, for instance, can declare that there will be equal opportunity in hiring. But unless managers, supervisors, and co-workers accept the program, it is not likely to function properly.

The Iowa program was funded by a grant from Project Impact under Title I of the Higher Education Act of 1965. It was presented in six cities of the State where more than 80 percent of the nonwhite population lives. The program, aimed primarily at whites, was staged in cooperation with local leaders and promised no magic solutions to problems.

Prejudice was approached through human perception. Films illustrated how stereotypes are built and reinforced. Films and discussion demonstrated that man does not believe what he sees, but rather sees what he believes.

With the background on understanding prejudice presented in the first session, the second and third sessions dealt with identifying racial problems in the local communities, and seeking solutions to the problems of housing, employment, and education.

Though the program was aimed primarily at whites, a number of minority group members attended to describe the community from their perspective and to participate in discussion groups. The dialogue in group discussions probably was the most effective part of the workshop.

Through discussion, the workshop illustrated how the problems of minorities are interrelated. Employers, for instance, usually were quick to state they'd welcome minorities as employees *if* the minorities were qualified for jobs. Educators in the audience said they wanted to help prepare minorities for jobs *if* the minorities would only stay in school. Probes into why minorities members left school came back to family education, where they lived, family income, and job prospects. Sensing the circularity and the need to break the chain, some employers vowed to take a harder look at job qualifications.

The program did encounter problems, too. Most community leaders hesitated to open up the question of race relations at first. They wanted to know just what these "outsiders" planned to do. In the process of planning each program, local leaders and the teachers learned more about the community, its problems, and its needs.

The teachers learned, also. They learned that Extension can deal with "touchy" and emotional problems—that while new laws and court rulings have outlawed overt discrimination, prejudice can be subtle and unconsciously built into "the system."

And they learned along with participants that there's no easy answer to

racial problems. Or that there's no simple answer to: "What do 'they' really want?" Individuals have different wants, needs, values, goals, and ideas.

The statewide program focused mainly on blacks, the largest minority in the State. In one community, which had a sizable population of Indians in addition to blacks, the program was not changed greatly. The teachers thought the Indians would see themselves in the situation and could identify with the black minority.

Instead, the Indians presented their own lesson in perception. They did not see themselves in the program. "Left out, as always," they declared. The Indians won—and rightfully so.

During the first program in Iowa's most racially troubled city, a white noted the white majority in the audience and asked if we planned a program to help blacks understand. Being cautious, inexperienced, and not wanting to threaten the whites, we stammered. But finally, we admitted that our perspective was that the racism problem was a problem for whites.

The executive director of the Chamber of Commerce, which was sponsoring the program there, made a dramatic rescue.

"In this town, whites outvote blacks 11 to 1. Whites control the jobs, the money and the power. If change is to occur, we whites are going to have to do it," he said.

That answer shattered a stereotype about the Chamber of Commerce, too. □



Stasia Lonergan, home economist, offers telephone advice.

Should We Still Teach by Phone?

by
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"How can I remove pine tar from clothing?"

"Can I use salad dressing jars for canning?"

"How can I freeze apples for apple pies?"

These are typical questions heard by Stasia Lonergan, Waukesha County, Wisconsin, home economist, when she answers her telephone.

After answering questions like these for several years, Stasia began to ask a few questions of her own: How effective is my teaching by phone? Is the telephone still a valuable tool for reaching people? Is answering telephone questions worth the time and effort of a professional home economist today, as it was in the past?

Could someone else handle the calls as well? Could another method be found to efficiently handle people's problems?

As part of an in-service graduate course in Extension Program Evaluation, Stasia decided to develop a strategy for finding out how effective her phone services were. Instructors Laverne Forest, Pat Boyle, Mary Dahlman, and Betty Elliot, and her fellow classmates assisted.

Stasia's first step was to keep track of her incoming phone calls for 1 month (Aug. 15-Sept. 15, 1972), and to record the types of problems people asked help with. She didn't record calls on organizational, scheduling, or coordination questions, such as "When is the textiles workshop?" or "Could you send me a bulletin on 'Getting Rid of Pantry Pests'?"

A form was developed to record the caller's name and phone number, the question, Stasia's response, and the time and date of the call. After responding to the question, Stasia asked the callers if they would be willing to participate in her followup study. All questioners agreed.

Six weeks later, a professional interviewer called the questioners back and asked them a series of questions based on established criteria (*i.e.*, effective learning means reten-

tion, application, sharing) to determine the value of the phone calls.

Almost all the callers were women—92 percent were married; 65 percent had called the Extension office before (most 10 times or less); more than half said the phone was their only contact with the Extension office. Their age? Between 21 and 61, with more in the 31–40 age bracket. Their families? Typical nuclear families of husband and wife, or husband, wife, and children.

They asked mostly knowledge and skill questions. Usually these could be answered with a “yes” or “no”—“Can I shorten fiberglass curtains?”. With an explanation—“What does cream of tartar do in pickle recipes?”. Or with procedural outlines—“How do I can pears?”

Very few questions dealt with attitudes. Only 5 percent asked Stasia her opinion about certain products on the market, such as ceramic top stoves. Several of Stasia’s answers were used to settle arguments between neighbors

A Wisconsin homemaker listens.



TABLE 1—Key Responses

Responses	Number (N = 108)	Percent
Remembered asking the question	108	100
Got desired information	98	91
Understood reason for answer	100	93
Used information	94	87
Used advice knowledgeably (judgments were made of responses)	57	53
Satisfied with results	97	90
Can use information in future	98	91
Shared information with others	89	82

(“Can you use table salt to can pickles?”).

Many questions—about 15 percent—showed concern about food safety—“Can I keep the food when the lid has loosened on the canning jars?”; “Will the scum on the jam make it unsafe to eat?”; “Can I still use meat from the freezer, even though the freezer has been off several hours?”

About 80 or 90 percent of the questions dealt with freezing or canning vegetables and fruits. The other 10 to 20 percent concerned homemaking problems—getting pine tar off clothing, buying carpeting, painting walls.

The results were surprising. Table 1 summarizes key responses.

Of persons who passed the information on to others, about 70 percent shared it with relatives, friends, and neighbors. At least 260 people were the eventual total audience (108 telephoners plus 152 others).

How did they feel about the agent’s advice? “She was a big help. We got the pine pitch out of our clothes.” “Be sure to tell her they (pickles) turned out just great. I was so pleased to know that there was such a place to call to get information like this and I think you are doing a great job.” “I talked to several people and told them where they can call to get information on canning.” “A friend used the same bulletin when she went out to buy her carpeting and thought it was helpful also.”

Further analysis of the responses showed interesting relationships. For

example, those who got the information they wanted, those who used the information, those satisfied, and those who shared their information with others were apt to be the same persons. (One might ask—did receiving desired information lead to usage, which led to satisfaction, which led to sharing?)

With the analyses in mind, Stasia and her classmates had to decide—is her teaching by phone effective and therefore worth the time and effort? Is it still a valuable Extension tool? They answered “yes.” Callers are learning and are applying information to current problems. Upon finding information valuable, they share it with others, to the point where the original audience is expanded two and a half times.

In addition, more than 90 percent of the people said they would not have to call again on the same question. This does not rule out the possibility that they will call on other questions; success begets further success.

Couldn’t someone else handle these phone calls and allow Stasia to go on to other efforts? Maybe, but isn’t Stasia’s success due to the rapport, trust, and the reputation she has built as she answers the phone, and meets and works with people through workshops and other experiences? Stasia weighed the results of the study and decided that the telephone makes good use of her time. Perhaps other Extension workers should take a second look at the telephone before discarding it in favor of other modern techniques! □



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A Turning Point for American Farmers

"About face!"

That's the command a hungry world with increased buying power has given American farmers.

We have shifted from worrying about paying farmers to store surplus wheat to concern about supplying market demands between an old and a new wheat crop. All of a sudden "agriculture plus energy equals food."

American agriculture is a bright spot in U.S. international trade, with total U.S. farm exports of over \$17 billion in 1973.

All of this brings into sharp focus the new challenge and opportunity for U.S. farmers to produce to meet human needs in a market-oriented agricultural economy. The Agriculture and Natural Resources (ANR) staff of the Extension Service is challenged to find quick and accurate answers for management decisions.

Today's farmers are using Extension Service assistance to:

- Strengthen the independent family farm
- Increase net farm income
- Improve marketing systems for farm products
- Adjust to new environmental standards
- Improve energy conservation and management on the farm and in the home
- Broaden the pest management concept to include weeds and diseases
- Achieve farm safety and safety with agricultural chemicals
- Improve management of privately-owned forest land.

Extension is also helping low-income farmers broaden their resource base.

U.S. farmers are the world's most efficient producers, with output per man-hour today 3.1 times that of 20 years ago; industrial output has increased 1.7 times in that period. A significant part of the agricultural efficiency can be traced to the Land Grant University-USDA research and Extension team.

This is true because the main job of more than 6,500 professional ANR Extension employees is to transfer research findings and technological and economic information from the university and USDA to the farm and rural home through

specialists and Extension agents.

In current national efforts to improve performance of commodity production and marketing systems, emphasis is being placed on cotton, soybeans, wheat, beef, swine, sheep, potatoes, and apples.

The Extension Service shares concern for protecting and improving our environment. Extension pilot projects are showing new ways to handle animal wastes and to meet State and Federal regulations for feedlot operations. Extension Services are aiding farmers by transferring technology designed to solve environmental problems as they adjust to new environmental standards. Such programs are enhanced through cooperation with agencies charged with environmental responsibilities.

Extension specialists and county agents have introduced new systems of tillage and "double cropping" to help farmers conserve energy, reduce erosion and pollution, save soil nutrients, lower production costs, and increase farm income.

Forest management: In some regions absentee owners control as much as 90 percent of the forest resources, while farmers on a national basis own approximately 40 percent of the timber land. Extension is helping both small and large farmers extend present timber supplies through improved management.

In crop production, Extension helps farmers take advantage of new varieties, improve soil and pest management techniques, and adopt new methods of production, harvest, storage, and marketing.

In poultry, livestock and dairy production, research technology relayed to farmers and commodity associations by the Extension staff has helped increase productivity to meet escalating consumer demands. (U.S. beef consumption has nearly doubled in 20 years, for instance.)

In horticulture, Extension work touches nearly every citizen in some way. Farm producers use Extension recommendations on growing and marketing vegetables and fruits. Producers of nursery stock, flowers, and sod use Extension recommendations for related interests in flowers, shrubs, ornamentals, and turf.—Raymond C. Scott, Assistant Administrator, ANR